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contributed by the editor. The basis of the selection of the other articles included in the book is explained in the following paragraph:

The materials composing this work conform to but one standard. From the records found choice has been made of such accounts as were thought best to serve our purpose, irrespective of all else. Literary merit has been ignored; they are therefore good, bad and indifferent when judged from that standpoint. No effort has been made to seek the new and unfamiliar; the well known along with the less familiar and the new will therefore be found in these pages. The one standard of selection has been whether or not the material has value to illuminate and to contribute to the understanding of the rural community and its reconstruction [p. xxii].

The second book<sup>1</sup> has to do with the problem of consolidation of rural schools. Twelve of the twenty-two chapters were written by the editor, other contributors being Commissioner Claxton, Warren H. Wilson, T. N. Carver, A. C. Monahan, Katherine M. Cook, and L. J. Hanifan. Briefer discussions by principals and other school officers from various states are assembled in a chapter on "Methods and Facts of Consolidation." Besides discussing the social and economic aspects of the problem and the growth of the consolidation movement, consideration is given to the school site and building, the teacherage, transportation of pupils, the curriculum, rural recreation, etc.

The difficulties of consolidation are fairly presented in the chapter written by Mr. Hanifan. Analyzing the statements of a number of school officers in objection to the consolidation scheme, he concludes that the principal difficulties arise from the conservatism and the prejudices of the people, the transportation problem, the added expense, and the character of the teaching. And further, that "the ability to overcome its shortcomings, once it is established, depends upon (1) whether it is wise to consolidate in the first place, (2) whether the administration of its affairs is of a high order, (3) whether its teachers are persons inspired with the spirit of the country and prepared for this peculiar kind of leadership, and (4) whether the supervision and leadership which they get is of a high order" (p. 495).

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*Elementary economics.*—On the assumption that the present-day social unrest is in part attributable to a lack of understanding of the principles of economics, progressive schools are planning a larger use of their opportunity to enlighten future citizens concerning fundamental laws of social and economic progress. A recent text<sup>2</sup> seeks to promote this plan by a brief discussion of the essential principles of economics, extensive enough to make clear conditions under which economic progress is made, but simple and direct in its statement of these essentials and clarified by illustrations which fall within the ordinary experiences of pupils of junior high school grade.

<sup>1</sup> LOUIS W. RAPEER, *The Consolidated Rural School*. New York: Charles Scribner's Sons, 1920. Pp. xiii+545.

<sup>2</sup> CHARLES F. DOLE, *Economics for Upper Grades*. Boston: D. C. Heath & Co. 1920. Pp. vii+93. \$0.56.

The book discusses wealth, its conditions, to whom it belongs and how it is divided; the institution of property; honest money; capital, credit, and interest; labor and competition; the grievances of the poor; the abuses and duties of wealth; the mutual benefit accruing to buyers and sellers; employers and the employed and the interest of each in the other. In his treatment of a given topic the writer relies upon simplicity of statement and example rather than upon a definition to be memorized, and avoids introducing technical distinctions and complex relationships which are difficult of interpretation by the beginning student. Thus, the discussion of labor and wages is introduced with this paragraph:

If any large group of people, the iron founders, for instance, stop working, the supply of iron for the Nation is cut down at once. Everyone presently suffers. On the contrary, the larger the number of the workers is, the more regularly they work, the more they accomplish, and the fewer the drones in the hive, the greater is the product, and the more on the whole everyone has; wages therefore tend to rise. It is the same with a nation as it is with a farmer's household. If all his children work they have produce to sell and grow prosperous. Why are wages higher in the United States than in Europe? It is because our product is greater [p. 50].

The book is designed to meet the demand for a text which is suitable in scope and style for pupils in the intermediate grades. Or it may be used as a means of enriching the content, or of explaining many of the problems, of other courses.

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*Business English.*—The modern social order is divided into various fields of activity. Each of these fields has developed habits of thought and expression which are, in a sense, peculiar to itself. These divergencies of social habits must be recognized in determining the nature of school instruction.

Assuming that business gives to English a "direction and emphasis" which requires special attention, Bartholomew and Hurlbut have prepared a book<sup>1</sup> which "intends to interpret English as used by the careful business man of to-day." Chapter i of this book indicates the need of a study of business English. Succeeding chapters take up such subjects as the business vocabulary, "Common Errors," clearness and emphasis in written expression. Chapters viii, ix, and x deal with oral English. Five chapters are devoted to the study of various forms of letters. The subject of advertising is given thorough consideration.

The following paragraph from the Preface explains still further the purpose and content of the book.

One of the great aims of this book is to impart a knowledge of how business is transacted. This is done, first, through a thoroughgoing treatment of such topics as "Credits and Collections," the "English of Selling," the "Supervision of Correspondence," and "Filing and Indexing"; second, through the introduction of nearly a hundred topics that require the investigation of definite points of business procedure.

<sup>1</sup> WALLACE EDGAR BARTHOLOMEW and FLOYD HURLBUT, *The Business Man's English*. New York: Macmillan Co., 1920. Pp. vi+340.